Encouraging Island Graduates to Return/Remain Home 2000

Report No. 3

Prince Edward Island
CANADA

Department of Education

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Charlottetown, Prince Edward Island

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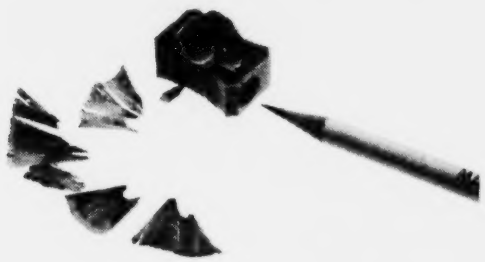


Introduction

Encouraging Island Graduates to Return/Remain Home 2000, Report No. 3, is a statistical description of the survey results compiled of Grade 12 Prince Edward Island high school students in May of 2000. The survey instrument examined course selections, the future education plans of the Grade 12 students, their attitudes and expectations about career choices and participation in the labour force.

It is intended that the findings from the study, as presented in the report, will assist educators and administrators in future planning.

I wish to thank principals, teachers, guidance counselors and students who participated in this project. Without their cooperation, this report would not have been possible.

Special thanks are expressed to Ryan MacDonald, a UPEI Business Intern student, who helped clean up and analyze the data, and then completed the draft final report during his internship term: January to April 2001, with the guidance of Ron Smith, Special Projects Consultant, Corporate Planning Division of the Department of Education.

Layout for the final document was completed by Strategic Marketing and Design, Provincial Treasury.

We continue to use questions from the 1988 Advisory Council on the Status of Women survey entitled *High School and Beyond: Choices and Attitudes* so that we may compare the information shared by students 12 years ago. We feel that this will be invaluable information as we attempt to understand the long-term desires and aspirations of our PEI high school graduates.

Respectfully submitted,

Ronald J. Smith

Ron Smith; Project Leader
Encouraging Island Graduates to Return/Remain Home 2000

Executive Summary

In April 2000, for the third consecutive year, a survey was conducted among 1,243 Prince Edward Island Grade 12 students.

As a project of the Executive Council, led by the Department of Education, the survey is intended:

- to continue the tracking of PEI undergraduates; and
- to help decision makers be more responsive to the needs of high school students in preparation for transition from secondary education to either post-secondary education or the world of work.

The survey instrument was divided into six sections: Personal Information, Background Information, High School Course Selection, Personal Expectations, School Guidance Services, and Influences on Course Selection and Career Planning. The survey instrument is shown in Appendix A.

The major goal of the research is to provide data to be used by the Department of Education in making recommendations concerning the educational system.

Influencing Factors

The factors which appear to have the most influence on high school course selection are "personal interest" which was mentioned by 73.5 percent of the students surveyed, "ability" mentioned by 48.3 percent, "marks" mentioned by 41.6 percent, "choice of career" mentioned by 34.8 percent, and "friends" mentioned by 21.2 percent (Table 20, Appendix B) .

The most common factors influencing a student's choice of a job or career are very similar to those influencing course selections. The results are personal interest at 68.9 percent, ability at 50.6 percent, marks at 24.4 percent, and friends at 20.8 percent. Other influencing factors such as school counsellors, teachers, and parents were mentioned by less than 20 percent of the students surveyed (Table 21, Appendix B).

Future Plans and Expectations

After high school, 74.7 percent of the respondents plan to continue their education. The most popular programs of choice at universities are Arts and Science, Commerce and Administration and Education. The most popular programs of choice at community college are Tourism and Travel Management, Conservation Enforcement and Police Science.

After completing their chosen programs or degrees, 26.5 percent of the students plan to get a job on PEI, while 18.8 percent plan to get a job elsewhere. Another 23.1 percent of the respondents plan to continue their studies and 27.5 percent are unsure. A small number (4.1 percent) planned other activities which included travel and student exchange experiences. When asked if they plan to stay on PEI on a permanent basis upon completing their education or training, 21.6 percent said yes, 23.9 percent said no and the remaining 54.4 percent said they were unsure. The uncertainty on the student's part to live on PEI permanently may stem from the expectancy of available work in their chosen field.

Many of the students were hesitant when asked, "Do you expect to find work in your chosen occupation on PEI?" as 40.7 percent (479) responded unsure, 38.1 percent (448) said yes, and 21.2 percent (249) said no. When asked about starting their own business, 35.3 percent said they had considered it. The majority of respondents (65.2) percent plan to work in the paid labour force for more than 20 years, while a modest 1.2 percent of respondents plan to be working as a full-time homemaker five years after high school graduation.

Background and Methodology

It is important to state at the outset that this study is exploratory research rather than an evaluation of Island schools or communities.

The basis of the current questionnaire originated from the survey instrument in ***Encouraging Island Graduates to Return/Remain Home 1999***. The original questionnaire was designed in 1997 by the project leader Debbie Pineau, Special Projects Consultant, Department of Education, Policy and Planning: Higher Education and Training; with the assistance of Karen White, UPEI graduate; and Carol Mayne, Director of Policy and Planning Division of the Department of Development and Technology.

This report was prepared by Ryan MacDonald, UPEI Business Intern, January to April 2000, and is a continuation of the tracking of Island graduates which was initiated in the spring of 1998. As the purpose of the survey is to determine the future plans of Island Grade 12 graduates, this program will continue to maintain contact with a sample of the students in a number of follow-up surveys. These follow-up surveys allow for comparisons with previous years' graduates on the Island and in other provinces.

Of the 1,765 Prince Edward Island Grade 12 students, a total of 1,243 participated in the survey in April 2000. Of these, 1,209 survey participants were Anglophones, while the remaining 34 students attended schools of the French Language School Board. Reasons for non-participation of students include Grade 12 students who graduated after the first semester and therefore did not attend the second semester when the survey took place; absence due to illness, class outings, trips or other reasons; and the unwillingness of some students to take part in the survey.

The administration of the survey in each school depended on the preference of the school principal. In most schools, the questionnaires were presented to the teachers who then administered them to the students during class time. All surveys were sent in confidence directly to Continuing Education and Training, Department of Education through inter-office mail system, the regular mail, or they were picked up at the school by the Project Leader. Each questionnaire was coded, the data entered, and then analysed using the computer software programs SURVEY TRACKER 3.0, and SPSS (with the guidance of Ron Smith, Special Projects Consultant, Corporate Planning Division, Department of Education) using the computer facilities of the PEI government.

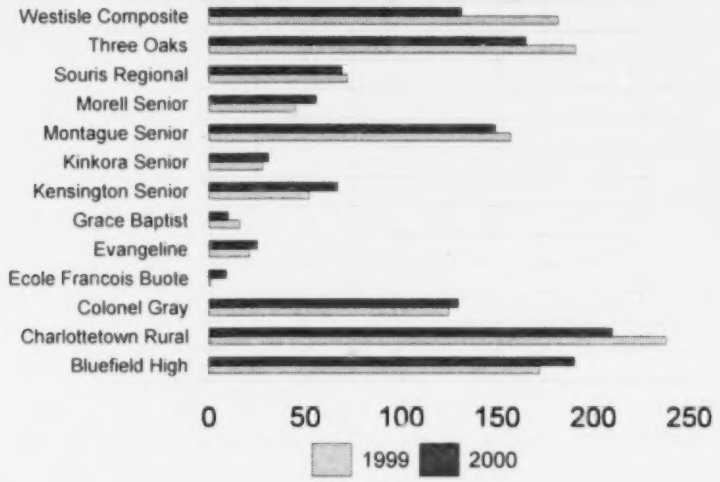
The following section of the report provides a question-by-question analysis of the survey results. Appendix A contains a sample of the questionnaire and Appendix B shows the tabular presentation of answers for all applicable questions of the survey instrument. Appendix C contains the details of student course selection for grades 10, 11 and 12.

PEI Grade 12 High School Students

Of the 1,765 Grade 12 students on Prince Edward Island[1], a total of 1,243 took part in this year's survey. The following chart shows the distribution of students who answered the questionnaire among the 13 high schools on PEI (Appendix B, Table 1).

Figure 1

Survey Respondents by High School



Personal and Background Information

The personal information requested through the questionnaire contains the following information: name, address, e-mail address, province, postal code, home phone number and work phone number. This information has been entered in a database enabling us to track these students in the future as the need arises.

- At 53.9 percent (670) the larger proportion of the respondents were female, the remaining 46.1 percent (573) of the respondents were male.

- Of the students surveyed, 78 percent (967) indicated that they reside with both parents and guardians; 14.1 percent (175) live with their mother or female guardian; 3.5 percent (43) live with their father or male guardian; and the remaining 4.4 percent (54) stated they live with other. Four students did not answer.

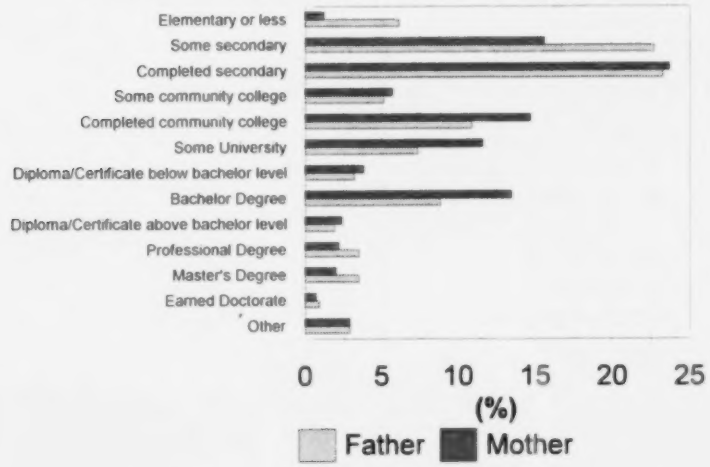
- 95.5 percent (1,183) of the respondents have resided on PEI for more than six years, and 4.5 percent (56) have lived here for less than five years. Four students did not answer.

[1]Enrolment by School and Grade, PEI Public and Private Schools, September 1999.

- 59.5 percent of the respondents indicate that their mother or female guardian had education levels above high school; community college was completed by 14.7 percent (178); and 13.5 percent (163) obtained a bachelor degree. 34 students did not respond (Appendix B, Table 5).

Figure 2

Parent's Highest Level of Education



- 47.9% of the respondents indicate that their father or male guardian had education levels above high school. Community college was completed by 10.9 percent (129); and 8.8 percent (105) obtained a bachelor degree. 56 students did not respond.

- When asked about their immediate plans following high school, 74.7 percent planned to continue their education. Those who planned to attend UPEI composed 32.4 percent (395) of these, while 22.1 percent (270) plan to attend an off-Island university. Another 14.4 percent (176) plan to get a job on the Island and 14.1 percent (172) plan to go to Holland College. Compared with the 1999 report, this shows a growing preference for the university route and a decline in preference for the community college route. These preferences are substantiated by a growth in UPEI enrolment and a slight decline in Holland College enrolment (Table 7a, Appendix B).

- 246 students responded to the question, "What program to you plan to take at a technical school or community college?" Of these responses, 8.1 percent (20) chose Conservation Enforcement; 5.7 percent (14) chose Accounting Technology,Civil Technology and Tourism and Travel Management; 5.3 percent (13) chose Business Information Systems Development; and four percent (10) chose Deck Officer and Electrical (Appendix B, Table 8).

- 523 students responded to the question, "At university, what will be your major area of study?" Of these responses, 18.6 percent (134) chose Arts and Science General, 10.1 percent (73) indicated Commerce and Administration, 9.6 percent (69) indicated Education, Engineering and Applied Sciences and Health Professions. This is a slight increase in preference for Engineering and Applied Sciences and Health Professions over the 1999 report (Appendix B, Table 9).

High School Course Selections

Of the 1,243 students who responded to the survey, 1,209 attended our Anglophone schools. These students answered a different section of the questionnaire regarding high school course selection than the 34 Francophone students.

This section of the report is divided into segments listing the highest enrolment of Anglophone course selections, pre-vocational/technical course selections, career exploration training course selections and Francophone course selections. Appendix C shows the complete results of the courses taken by the students throughout high school. All 1999 comparative figures are taken from *Encouraging Island High School Graduates to Return/Remain Home 1999: Report No. 2.*

Anglophone Course Selection

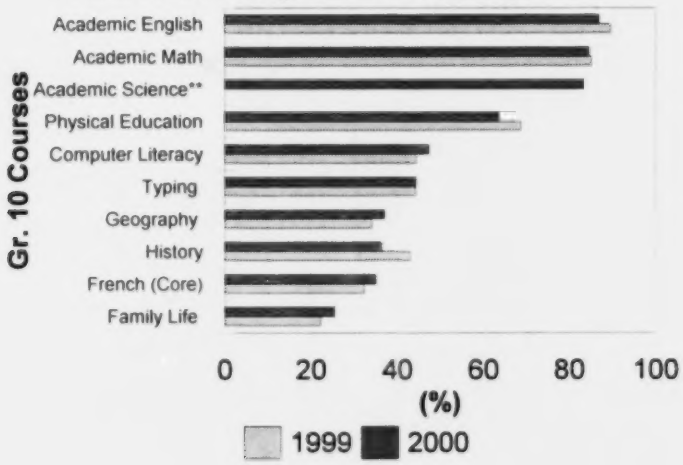
The 10 courses in which the greatest number of Island Grade 12 students were enrolled during their **Grade 10** year are:

Grade 10 Course Comparison			
Academic English	86.9%	Typing	44.4%
Academic Math	84.6%	Geography	37.0%
Academic Science**	83.3%	History	36.4%
Physical Education	63.6%	French (Core)	35.0%
Computer Literacy	47.3%	Family Life	25.4%

***** This course was not included in the 1999 survey.***

Figure 3

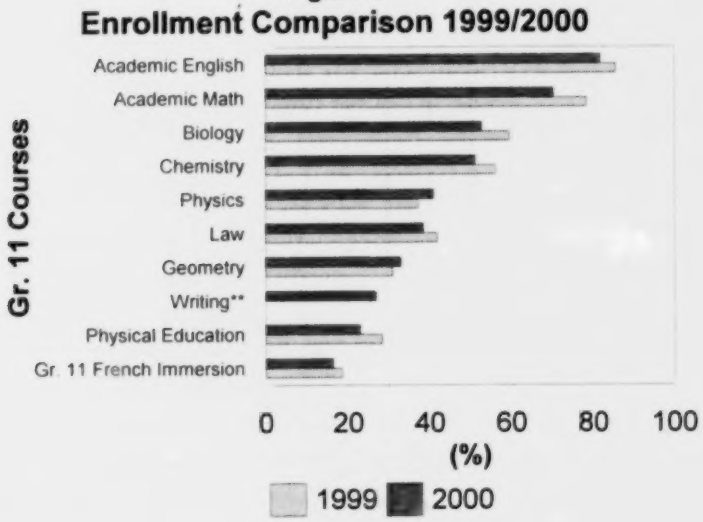
Enrolment Comparison 1999/2000



The 10 courses in which the greatest number of Island Grade 12 students were enrolled during their **Grade 11** year are:

Grade 11 Course Comparison			
Academic English	81.9%	Law	38.5%
Academic Math	70.4%	Geometry	33.0%
Biology	52.8%	Writing**	27.04%
Chemistry	51.3%	Physical Education	23.0%
Physics	41.0%	French Immersion	16.3%

Figure 4



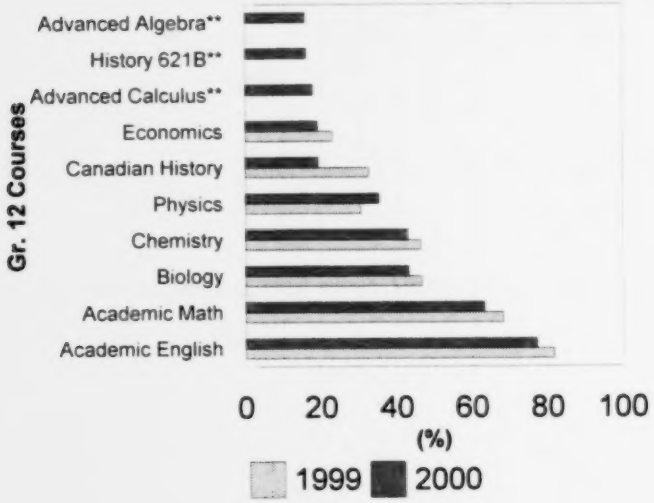
****This course was not included in the 1999 survey.***

The 10 courses in which the greatest number of Island Grade 12 students were enrolled during their **Grade 12** year are:

Grade 12 Course Comparison			
Academic English	77.2%	Canadian History	19.3%
Academic Math	63.4%	Economics	19.1%
Biology	43.2%	Advanced Calculus**	17.9%
Chemistry	42.9%	History 621B**	16.1%
Physics	35.3%	Advanced Algebra**	15.8%

Figure 5

Enrollment Comparison 1999/2000



***** These courses were not included in the 1999 survey.***

Pre-Vocational/Technical Course Selections

The following table states the pre-vocational/technical courses in which the greatest number of Island Grade 12 students were enrolled during the **Grade 10** year.

Table 1: Grade 10 Pre-Vocational/Technical Course Enrolment Comparison of 1999 and 2000 Students

	2000		1999	
Course	**Count**	**%**	**Count**	**%**
Woodworking	72	5.8	56	4.3
Motor Vehicle Repair	37	3.0	44	3.4
Carpentry	35	2.8	58	4.5
Welding Fundamentals	27	2.2	29	2.2
Drafting Fundamentals	26	2.1	28	2.2
Power Mechanics	25	2.0	34	2.6

The pre-vocational/technical courses in which the greatest number of Island Grade 12 students were enrolled during their **Grade 11** year are:

Table 2: Grade 11 Pre-Vocational/Technical Course Enrolment Comparison of 1999 and 2000 Students

	2000		1999	
Course	**Count**	**%**	**Count**	**%**
Motor Vehicle Repair	43	3.5	52	4.0
Woodworking	40	3.2	46	3.5
Child Care	34	2.7	37	2.8
Carpentry	31	2.5	51	3.9
Welding	24	1.9	28	2.2

The pre-vocational/technical courses in which the greatest number of Island Grade 12 students were enrolled during their **Grade 12** year are:

Table 3: Grade 12 Pre-Vocational/Technical Course Enrolment Comparison of 1999 and 2000 Students

	2000		1999	
Course	**Count**	**%**	**Count**	**%**
Carpentry	55	4.4	44	3.4
Motor Vehicle Repair	40	3.2	42	3.2
Woodworking	35	2.8	42	3.2
Child Care	32	2.6	19	1.5
Drafting	28	2.3	14	1.1

Career Exploration Training Course Selections

The five career exploration courses in which the greatest number of Island Grade 12 students were enrolled during their **Grade 10** year are:

Introductory Keyboarding	22.4%
Woodworking Fundamentals	5.1%
Carpentry	4.3%
Food Services	4.3%
Introductory Business	3.3%

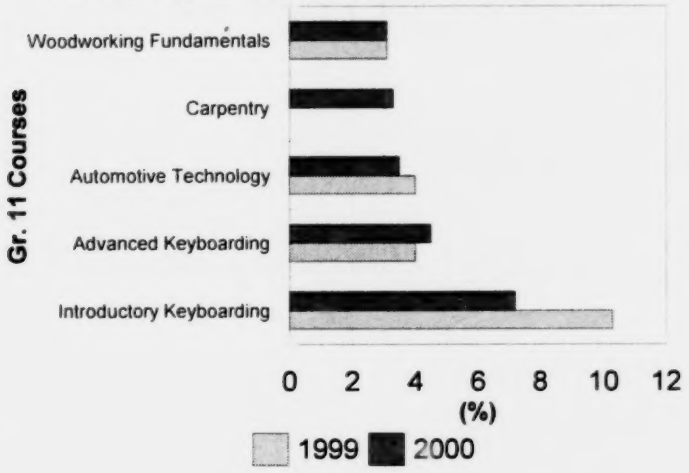
▸ ***Changes among career exploration courses from 1999 to 2000 prevented a comparison between the two years.***

The career exploration courses in which the greatest number of Island Grade 12 students were enrolled during their **Grade 11** year are:

Introductory Keyboarding	7.2%
Advanced Keyboarding	4.5%
Automotive	3.5%
Carpentry	3.3%
Woodworking	3.1%

Figure 6

Career Exploration Enrollment Figures



The five career exploration courses in which the greatest number of Island Grade 12 students were enrolled during their **Grade 12** year are:

Advanced Computer	4.7%
Carpentry	4.2%
Introductory Keyboarding	4.2%
Advanced Keyboarding	4.0%
Child Care	3.2%

- ***Changes among career exploration courses from 1999 to 2000 prevented a comparison between the two years.***

Francophone Course Selection

A total of 34 Francophone students responded to the survey. Nine of these students attended École François Buote while the remaining 25 students attended École Régionale Évangeline.

The 10 courses in which the greatest number of Grade 12 Francophone students were enrolled during their **Grade 10** year are:

ANG 421M - English	97%	(33)
FRA 421M - Français I	97%	(33)
FRA 421N - Français II	94%	(32)
MAT 421M - Mathématiques	94%	(32)
EDP 421M - Éducation Physique	91%	(31)
SCI 421M - Sciences Intégrées	71%	(24)
INF 421M - Introduction à l'informatique	68%	(23)
HIS 421M - Le Canada dans le Monde	65%	(22)
IND 405M - Arts Industriels	27%	(9)
BIO 521M - Biologie	27%	(9)

The 10 courses in which the greatest number of Grade 12 Francophone students were enrolled during their **Grade 11** year are:

FRA 521M - Français III	91%	(31)
MAT 521M - Mathématiques	91%	(31)
CHI 521M - Chimie	88%	(30)
PHY 521M - Physique	65%	(22)
DRO 521M - Droit	62%	(21)
WRT 521N - Writing	59%	(20)
VHM 621M - Valeurs Humaines	59%	(20)
BIO 521M - Biologie	50%	(17)
ANG 621M - English	38%	(13)
CHI 621M - Chimie	27%	(9)

The 10 courses in which the greatest number of Grade 12 Francophone students were enrolled during their **Grade 12** year are:

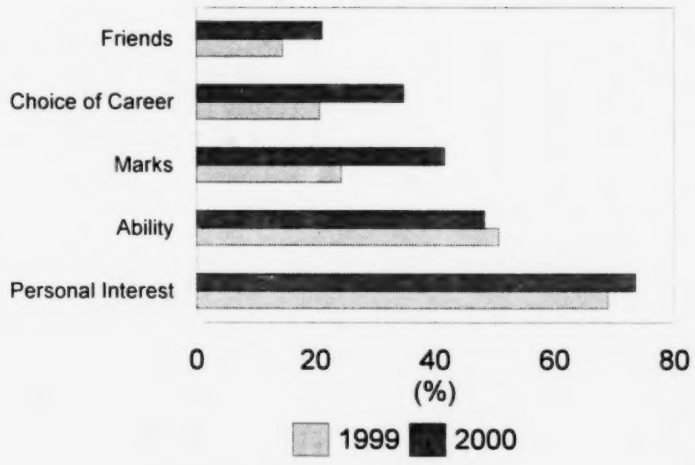
FRA 621M - Français IV	94%	(32)
MAT 621M - Mathématiques	88%	(30)
BIO 621M - Biologie	74%	(25)
ANG 621M - English	65%	(22)
SOC 621M - Individu en Société	62%	(21)
INF 621M - Informatique	59%	(20)
CHI 621M - Chimie	53%	(18)
PHY 621M - Physique	47%	(16)
HIS 621N - Civilisations	32%	(11)
VHM 621M - Valeurs Humaines	32%	(11)

Influencing Factors

The factors which appear to have the most influence on high school course selection are personal interest chosen by 73.5 percent, ability chosen by 48.3 percent, marks chosen by 41.6 percent (517), choice of career chosen by 34.8 percent (433), and friends which was chosen by 21.2 percent (263). Prominent factors appearing in the students' responses as having the most influence on choosing a job or career were very similar from those in making course selections. The results are personal interest at 68.9 percent (857), ability at 50.6 percent (629), marks at 24.4 percent (303), friends at 20.8 percent (258), and father/male guardian at 14.5 percent (180).

Figure 7

Influences on Course Selection



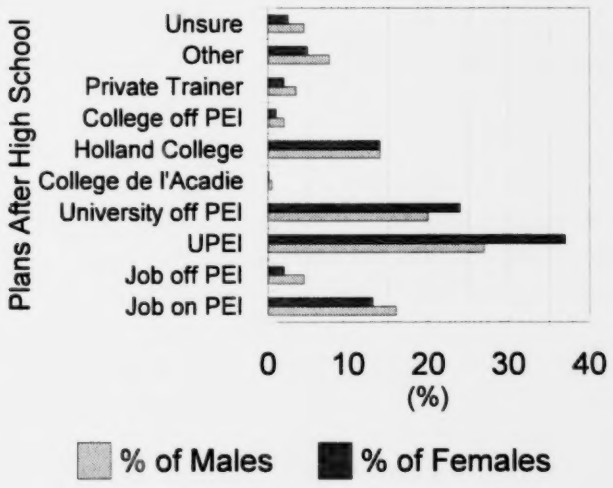
Future Plans and Expectations

After high school, 75 percent (911) of the students have plans to continue their education which is up from 69.4 percent in 1999 and 64.6 percent in 1998 (see Appendix B, Table 7a). Among these students, the most popular post secondary institution is the University of Prince Edward Island. Off-Island universities placed as the second highest choice, followed by PEI's Holland College, and off-Island colleges ranked a distant fourth place. Of the 665 students who plan to attend university, 59.4 percent plan to attend UPEI and the remaining 40.6 percent plan to attend universities in other locations.

Women were more likely to choose the traditional academic route of university while men were slightly more likely to choose occupationally oriented routes. For a gender comparison of choices after high school, see Appendix B, Table 7b. Popular answers within the other category in the following table included travelling, exchange and upgrading high school.

Figure 8

Respondents' Plans After High School



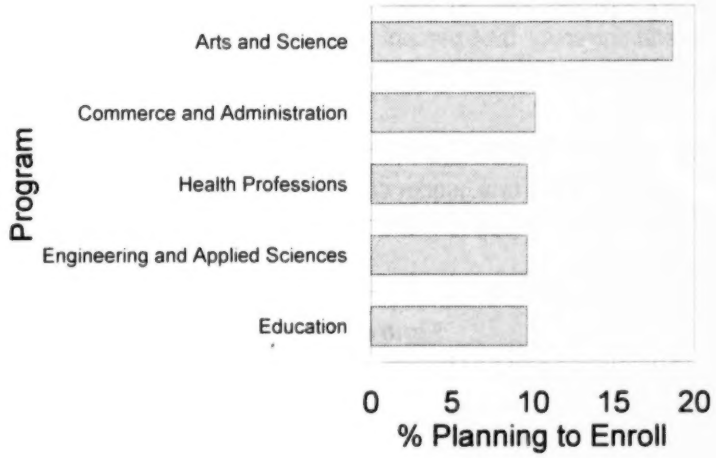
It is interesting to note that in 1997-1998, of the 3,080 PEI residents enrolled as full-time students at the university-level, 59.2 percent (1,823) attended UPEI; 20 percent (617) in Nova Scotia; 13.1 percent (403) in New Brunswick; 5.7 percent (175) in Ontario; 0.8 percent (24) in British Columbia; 0.5 percent (16) in Newfoundland; 0.5 percent (15) in the Yukon/North West Territories; 0.1 percent (four) in Manitoba; 0.1 percent (two) in Quebec[2].

Pg. 5, "Statistical Compendium", MPHEC Document, N.B., 2000.

The most popular programs of choice at universities are Arts and Science, Commerce and Administration, Education, Engineering and Health Professions.

Figure 9

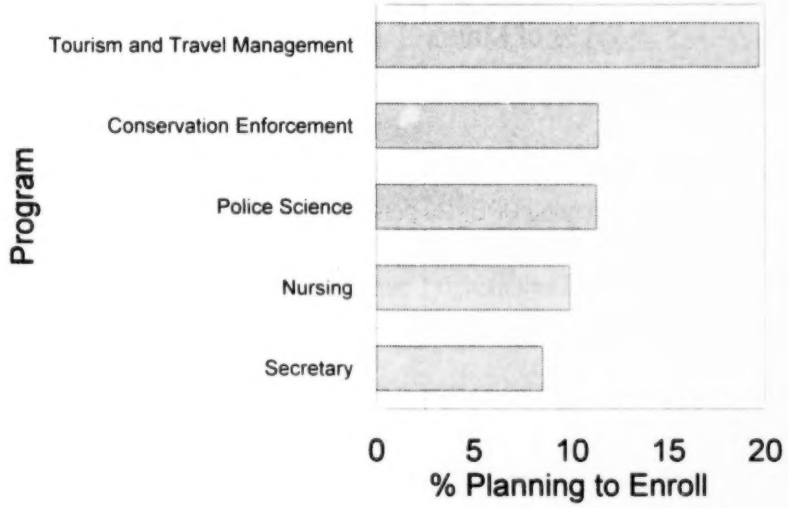
Most Popular University Program



The most popular programs of choice at community colleges are Tourism and Travel Management, Conservation Enforcement, Police Science, Nursing Assistant and Secretary.

Figure 10

Most Popular College Program



The percentage of students who plan to work immediately after high school is 17.4 (212), with 14.4 percent planning to stay on the Island and 3.0 percent planning to work elsewhere. After completing their chosen programs or undergraduate degrees, 23.1 percent of the students plan to continue their studies. Meanwhile, 26.5 percent (259) plan to get a job on PEI, and 18.8 percent (184) plan to get a job off-Island. The most popular response, at 27.5 percent (269), indicated that many students are unsure of their plans after completing their programs. Two-hundred and sixty-five students did not answer this question.

When asked if they plan to stay on PEI on a permanent basis upon completing their education or training, 20.3 percent (252) said yes, 22.4 percent (279) said no, and the remaining 51.0 percent (634) were unsure. Seventy-eight students did not respond.

The uncertainty on the student's part to live on PEI permanently may stem from the expectancy of available work in their chosen field. Many of the students were hesitant when asked, "Do you expect to find work in your chosen occupation on PEI?" as 38.5 percent (479) responded unsure, a smaller 36 percent (448) said yes, and 20 percent (249) said no.

When asked, "What do you think you will be doing five years after you leave high school?", 33.5 percent (417) of the students indicated that they plan to be working in the paid labour force; 31.6 percent (393) answered still studying; and 26.2 percent (326) answered unsure. A modest 1.1 percent (14) of the students plan to be working as a full-time homemaker five years out of high school.

The majority of the students (65.2 percent or 745 students) plan on working in the paid labour force for more than 20 years; 13 percent (162) for 11 to 20 years; 9.7 percent (120) for five to 10 years; 7.6 percent (94) for less than five years; and 1.8 percent (22) do not plan on working.

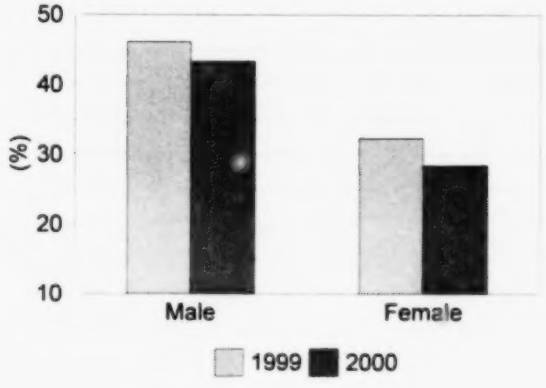
A convincing 96.6 percent (1,130) of the respondents were confident in their ability to achieve their job or career plans compared to 3.4 percent (40) who were less optimistic.

Reasons stated by those who do not believe they will achieve their career goals include, "Don't have set job or career plans", "Hard to find really good jobs here" and "Financial issues".

In regards to establishing their own business, 35.3 percent (418) said they had considered it. This figure is down from 39.1 percent in 1999. Results for this question vary significantly by gender. Of those who have considered establishing their own business, 43.5 percent (182) were female and 56.5 percent (236) were male. While the total number of entrepreneurs has gone down, males remain more likely than females to start their own business. It would be interesting to determine some of the reasons why women are less inclined than men to become entrepreneurs.

Figure 11

Considered Starting a Business

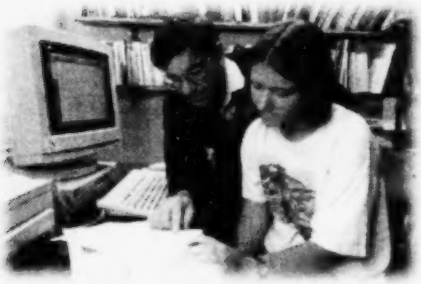


School Guidance Services

Since entering high school, 66.5 percent (855) of the students have made use of the guidance services available to them in making their course selections. Fewer students (47.1 percent or 586 students) chose to seek assistance from the guidance counsellors when planning their careers.

A cross-tabulation of the students' immediate plans after high school, and whether they chose to seek assistance from the guidance counsellors in planning their careers, was performed. The results indicate that the students who chose to seek assistance in planning their career were more likely to plan to attend a post-secondary education, and even more likely to attend university.

Slightly less than half (48.2 percent or 599) of the students participated in the *Choices Career Planning Program*. Of those who did the choices program, 96.6 percent (573) responded to the question, "How helpful did you find the choices program in selecting an occupation or career?"; 57.8 percent (331) found it to be helpful; 30.9 percent (177) found it to be not at all helpful; and 11.3 percent (65) found it to be very helpful .



Conclusion

The results of this year's ***Encouraging Island Graduates to Return/Remain Home*** survey are once again promising. An assuring 73 percent of this year's Island graduates plan to further their education at some sort of post-secondary institution immediately after high school. The Island performs well in this category compared to other provinces such as Alberta and Newfoundland. Reports from 1996 indicate that 69.9 percent of Newfoundland graduates and 63 percent of Alberta graduates were planning to enter a post-secondary institution immediately after graduating from high school.

This year's results indicate that young women are more likely than young men to attend post-secondary institutions as nearly 78 percent of female high school students plan to further their education compared to 72 percent of males.

According to Education Indicators for Atlantic Canada 1996, the percentage of high school graduates who enter university immediately following graduation was 42 percent for females and 29 percent for males. These numbers will likely increase to nearly 62 percent for females and 47 percent for males in the fall of 2000 according to the students' responses.

Research conducted by the BC Ministry of Education, Skills and Training found four categories of barriers to the transition from secondary to post-secondary education. The barriers identified are information, finance, personal and programs. The most significant of these barriers are information and finance as they affect the greatest number of students.

Some short-term recommendations suggested by the *Moving On Report* to reduce information barriers are: to provide information about post-secondary opportunities, labour market and career options; to enhance the financial planning for post-secondary education; and to provide information on the articulation and transfer of credit of courses and programs within the post-secondary education system.

The barriers identified are not unknown to the students of PEI. Financial issues are a general concern as tuition continues to rise and the number of students seeking financial assistance continues to increase. A number of influencing factors have been determined in choosing a job or career. Improvements in methods of communication to provide information to the students about career options and the labour market would lead to better educated and informed decision-making by our students.

Other results of the survey indicate that male students remain more likely to establish their own businesses than female students. It would be useful to further explore this statistic in order to identify possible barriers which women perceive in becoming entrepreneurs.

Just over 65 percent of the students surveyed plan to work in the paid labour force for more than 20 years. There does, however, appear to be some gender difference in the future work expectations of these students as 67.5 percent (412) of the female respondents and 62.5 percent (333) of the male respondents plan to work for more than 20 years.

The research to this point has been positive. Further study into the plans and expectations of our Island graduates will continue to be helpful in assisting decision makers to become more responsive to the needs of our high school students as they prepare for transition from secondary education to either post-secondary education or the world of work.

Appendix A

Questions for Grade 12 Senior High students:

Personal Information

Name:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐ ☐☐☐☐☐☐☐☐☐☐☐☐☐

Last **Middle** **First**

Address:_____

_____

E-mail:

☐☐☐

Province:

☐☐☐

Postal Code: **Telephone number:**

☐☐☐-☐☐☐ ☐☐☐-☐☐☐-☐☐☐☐ ☐☐☐-☐☐☐-☐☐☐☐

Home **Work**

Background Information:

1. **Which school are you attending?**
   - ☐ Bluefield High
   - ☐ Charlottetown Rural High
   - ☐ Colonel Gray Senior High
   - ☐ École François Buote
   - ☐ École Régionale Évangeline
   - ☐ Grace Baptist Christian
   - ☐ Kensington Senior High
   - ☐ Kinkora Senior High
   - ☐ Montague Senior High
   - ☐ Morell Senior High
   - ☐ Souris Regional High
   - ☐ Three Oaks Senior High
   - ☐ Westisle Composite High

2. **Sex:**
   - ☐ Female ☐ Male

3. **With whom do you live most of the time?** (Check only one)
   - ☐ Mother/Female Guardian
   - ☐ Father/Male Guardian
   - ☐ Both Parents/Guardians
   - ☐ Other (Please specify): _____

4. **How long have you been a resident of PEI?**
   - ☐ Less than 5 years
   - ☐ 6 - 10 years
   - ☐ 10 years or more

5. **What is the highest level of education completed by your mother (or female legal guardian)?**
   - ☐ Elementary or less
   - ☐ Some secondary
   - ☐ Completed secondary or technical high school
   - ☐ Some community college
   - ☐ Completed community college
   - ☐ Some university
   - ☐ Diploma/Certification below Bachelor level
   - ☐ Bachelor Degree (B.A., B.Sc., 4 year B.Ed.)
   - ☐ Diploma/Certificate above Bachelor level
   - ☐ Professional Degree (M.D., D.D.S., D.M.D., D.V.M., Law, O.D., M.D.I.V. or 1 year Bachelor)
   - ☐ Master's Degree (M.A., M.Sc., M.Ed.)
   - ☐ Earned Doctorate (Ph.D., D.Sc., D.Ed.)
   - ☐ Other (Please specify): _____

6. **What is the highest level of education completed by your father (or male legal guardian)?**
   - ☐ Elementary or less
   - ☐ Some secondary
   - ☐ Completed secondary or technical high school
   - ☐ Some community college
   - ☐ Completed community college
   - ☐ Some university
   - ☐ Diploma/Certification below Bachelor level
   - ☐ Bachelor Degree (B.A., B.Sc., 4 year B.Ed.)
   - ☐ Diploma/Certificate above Bachelor level
   - ☐ Professional Degree (M.D., D.D.S., D.M.D., D.V.M., Law, O.D., M.D.I.V. or 1 year Bachelor)
   - ☐ Master's Degree (M.A., M.Sc., M.Ed.)
   - ☐ Earned Doctorate (Ph.D., D.Sc, D.Ed.)
   - ☐ Other (Please specify) : _____

High School Course Selection

This section is for Anglophone students:

7. **From the list below, please check all courses taken in grades 10, 11 & 12:**

GRADE 10

- ☐ ART401A - Art
- ☐ Career Education and Guidance
- ☐ CMP421A - Computer Literacy
- ☐ CMP701A - Computer Literacy
- ☐ ENG421A - Academic English
- ☐ ENG431A - General English
- ☐ ENG451A - Practical English
- ☐ FRE421A - French (Core)
- ☐ French Immersion
- ☐ FAM421A - Family Life Education *(or FAM425A)*
- ☐ CFC421A - Combination Foods & Clothing
- ☐ MAT421A - Academic Mathematics
- ☐ MAT431A - General Mathematics
- ☐ MAT451A - Practical Mathematics
- ☐ MUS421A - Music
- ☐ PED401A - Physical Education *(or PED405A)*
- ☐ SCI421A - Academic Science
- ☐ SCI431A - General Science
- ☐ SCI451X - Practical Science
- ☐ GEO421A - Geography of Canada
- ☐ GEO431A - Canadian Geography
- ☐ HIS421A - Ancient and Medieval History
- ☐ HIS431A - Canadian Studies
- ☐ SOC451A - Practical Social Studies
- ☐ BUS701A - The World of Business
- ☐ RKP701A - Record Keeping
- ☐ TYP701A - Keyboarding/Personal Typing *(or TYP705A)*
- ☐ HIS421F - Canada in Today's World (French Immersion)
- ☐ Other (Please specify):_____

_____

GRADE 11

- ☐ ART501A - Art
- ☐ Career Education and Guidance
- ☐ CMP701A - Computer Literacy
- ☐ ENG511X - Enriched English
- ☐ ENG521A - Academic English
- ☐ WRT521A - Writing
- ☐ ENG531A - General English
- ☐ MED531A - Media
- ☐ ENG551A - Practical English
- ☐ LSK551A - Life Skills English
- ☐ FRE521A - French (Core)
- ☐ French Immersion
- ☐ CHD521 - Child Development
- ☐ CLO521A - Clothing
- ☐ MAT511X - Advanced Algebra
- ☐ MAT521A - Academic Mathematics
- ☐ GTY521A - Geometry
- ☐ MAT531A - General Mathematics
- ☐ MAT551A - Practical Mathematics
- ☐ MUS521A - Music
- ☐ MUS521X - Jazz Studies
- ☐ PED801A - Physical Education: Life Style
- ☐ AGS801A - Agriscience
- ☐ AGR801A - Animal Science
- ☐ BIO511X - BSCS Biology
- ☐ BIO521A - Biology
- ☐ CHM511A - Chem-Study
- ☐ CHM521A - Chemistry
- ☐ PHY521A - Physics
- ☐ ENV521X - Conservation
- ☐ GEO521A - Global Studies
- ☐ GEO531A - World Geography
- ☐ HIS521A - Modern World Survey
- ☐ LAW531A - Canadian Law (General)
- ☐ LAW521A- Canadian Law (Academic)
- ☐ POL521A - Introductory Politics
- ☐ SOC851A - Practical Social Studies
- ☐ SOC851B - Practical Social Studies
- ☐ ACC801A - Accounting
- ☐ BUS701A - The World of Business
- ☐ ENT521A - Entrepreneurship
- ☐ RKP701A - Record Keeping
- ☐ TYP701A - Keyboarding/Personal Typing (or TYP705A)
- ☐ TYP801A - Business Typing
- ☐ LAW521F - Canadian Law (French Immersion)
- ☐ Other (Please specify):_____

_____

GRADE 12

- ☐ ART601A - Art
- ☐ Career Education and Guidance
- ☐ CMP621A - Computer Studies
- ☐ ENG611X - Enriched English
- ☐ ENG621A - Academic English
- ☐ ENG631A - General English
- ☐ ENG651A - Practical English
- ☐ FRE621A - French (Core)
- ☐ French Immersion
- ☐ FAM621A - Family Life
- ☐ HSG621A - Housing
- ☐ MAT611X - Advanced Algebra
- ☐ MAT61YA - Advanced Calculus
- ☐ MAT621A - Academic Mathematics
- ☐ MAT631A - General Mathematics
- ☐ MAT651A - Consumer & Career Math
- ☐ MUS621A - Music
- ☐ MUS621X - Jazz Studies
- ☐ PED801A - Physical Education: Life Style
- ☐ PED621A - Physical Education: Leadership
- ☐ AGS801A - Agriscience
- ☐ AGR621A - Animal Science
- ☐ AGR801A - Animal Science
- ☐ BIO611X - BSCS Biology
- ☐ BIO621A - Biology
- ☐ BIO631A - Human Biology
- ☐ CHM611A - Chem-Study
- ☐ CHM621A - Chemistry
- ☐ OCN621A - Oceanography
- ☐ PHY621A - Physics
- ☐ ECO621A - Introductory Economics
- ☐ ECO631X - General Economics
- ☐ GEO621A - Global Issues (Academic)
- ☐ GEO631A - Global Issues (General)
- ☐ HIS621A - Canadian History
- ☐ HIS621B - PEI History
- ☐ HIS631A - World Survey (Part II)
- ☐ HIS631B - Modern World Issues
- ☐ POL621A - Advanced Political Studies
- ☐ SOC851A - Practical Social Studies
- ☐ SOC851B - Practical Social Studies
- ☐ ACC621A - Accounting Principles
- ☐ ACC801A - Accounting
- ☐ OFF601A - Office Procedures
- ☐ TYP801A - Business Typing
- ☐ ECO621F - Economics (French Immersion)
- ☐ SOC621F - The Individual in Society (French Immersion)
- ☐ Other (Please specify): _____

_____

This section is for Francophone students:

ANGLAIS 10 - 12

10 11 12

- ☐ ☐ ☐ ANG421M - English
- ☐ ☐ ☐ ANG521M - English
- ☐ ☐ ☐ WRT521N - Writing
- ☐ ☐ ☐ ANG621M - English

TECHNOLOGIE ET CARRIÈRES 10 - 12

- ☐ ☐ ☐ EDC802M - Éducation coopérative
- ☐ ☐ ☐ ENT521M - Entrepreneurship
- ☐ ☐ ☐ IND405M - Arts industriels
- ☐ ☐ ☐ IND405N - Arts industriels
- ☐ ☐ ☐ IND805M - Arts industriels
- ☐ ☐ ☐ IND805N - Arts industriels
- ☐ ☐ ☐ ELE705M - Électricité
- ☐ ☐ ☐ MEC705M - Mécanique
- ☐ ☐ ☐ PHO705M - Photographie

ÉDUCATION EN AFFAIRES 10 - 12

- ☐ ☐ ☐ AFF621M - Comptabilité
- ☐ ☐ ☐ AFF701M - Traitement de texte

ÉDUCATION PHYSIQUE 10 - 12

- ☐ ☐ ☐ EDP421M - Éducation physique
- ☐ ☐ ☐ EDP621M - Éducation physique

FRANÇAIS 10 - 12

- ☐ ☐ ☐ FRA421M - Français I
- ☐ ☐ ☐ FRA421N - Français II
- ☐ ☐ ☐ FRA431M - Français
- ☐ ☐ ☐ FRA431N - Français
- ☐ ☐ ☐ FRA521M - Français III
- ☐ ☐ ☐ FRA531M - Français
- ☐ ☐ ☐ FRA621M - Français IV
- ☐ ☐ ☐ FRA631M - Français
- ☐ ☐ ☐ FRA611M - Français

INFORMATIQUE 10 - 12

10 11 12

- ☐ ☐ ☐ INF421M - Introduction à l'informatique
- ☐ ☐ ☐ INF621M - Informatique

MATHÉMATIQUES 10 - 12

☐ ☐ ☐ MAT421M - Mathématiques
☐ ☐ ☐ MAT431M - Mathématiques
☐ ☐ ☐ MAT521M - Mathématiques
☐ ☐ ☐ MAT531M - Mathématiques
☐ ☐ ☐ MAT621M - Mathématiques
☐ ☐ ☐ MAT631M - Mathématiques

MUSIQUE 10 - 12

☐ ☐ ☐ MUS701M - Musique

SCIENCES FAMILIALES 10 - 12

☐ ☐ ☐ SCF425M - La couture

SCIENCES HUMAINES 10 - 12

☐ ☐ ☐ HIS421M - Le Canada dans le Monde
☐ ☐ ☐ DRO521M - Le Droit
☐ ☐ ☐ ECO621M - Économie
☐ ☐ ☐ HIS621N - Civilisations
☐ ☐ ☐ SOC621M - Individu en Société

SCIENCES NATURELLES 10 - 12

☐ ☐ ☐ SCI421M - Sciences intégrées
☐ ☐ ☐ BI0521M - Biologie
☐ ☐ ☐ BI0621M - Biologie
☐ ☐ ☐ PHY521M - Physique
☐ ☐ ☐ PHY621M - Physique
☐ ☐ ☐ CHI521M - Chimie
☐ ☐ ☐ CHI621M - Chimie

VALEURS HUMAINES 10 - 12

☐ ☐ ☐ VHM621M - Valeurs humaines

This section is for ALL students:

8. Now, please check all *career exploration training* courses taken in grades 10 - 12:

ARTS

10 11 12

- ☐ ☐ ☐ Theatre Arts I
- ☐ ☐ ☐ Theatre Arts II

AUTOMOTIVE

- ☐ ☐ ☐ Automotive
- ☐ ☐ ☐ Basic Car
- ☐ ☐ ☐ Motor Vehicle
- ☐ ☐ ☐ Power Mechanics
- ☐ ☐ ☐ Small Engines

BUSINESS

- ☐ ☐ ☐ Advanced Keyboarding
- ☐ ☐ ☐ Advanced Business
- ☐ ☐ ☐ Introductory Keyboarding
- ☐ ☐ ☐ Introductory Business
- ☐ ☐ ☐ Office Studies
- ☐ ☐ ☐ The Office:

CARPENTRY

- ☐ ☐ ☐ Carpentry
- ☐ ☐ ☐ Construction
- ☐ ☐ ☐ Drafting
- ☐ ☐ ☐ Home Repair
- ☐ ☐ ☐ Modern Home
- ☐ ☐ ☐ Woods & Metals
- ☐ ☐ ☐ Woodworking
- ☐ ☐ ☐ Design Technology
- ☐ ☐ ☐ Furniture Design

CHILD CARE

- ☐ ☐ ☐ Child Care
- ☐ ☐ ☐ Child Studies

COMMUNICATIONS

- ☐ ☐ ☐ Advanced Computer
- ☐ ☐ ☐ Computer Repair

COSMETOLOGY

10 11 12

- ☐ ☐ ☐ Cosmetology

CULINARY

- ☐ ☐ ☐ Food Services

ELECTRICITY/ELECTRONICS

- ☐ ☐ ☐ Electrical
- ☐ ☐ ☐ Advanced Electronics
- ☐ ☐ ☐ Auto Electronics
- ☐ ☐ ☐ Electricity/Electronics

ENVIRONMENTAL

- ☐ ☐ ☐ Environmental

FISHERIES

- ☐ ☐ ☐ Fisheries

GRAPHICS

- ☐ ☐ ☐ Advanced Audio
- ☐ ☐ ☐ Advanced Graphics
- ☐ ☐ ☐ Advanced Visual
- ☐ ☐ ☐ Drafting & Design
- ☐ ☐ ☐ Graphic Arts
- ☐ ☐ ☐ Graphics
- ☐ ☐ ☐ Intro Visual
- ☐ ☐ ☐ Introduction to Graphics
- ☐ ☐ ☐ Photography

MANUFACTURE

- ☐ ☐ ☐ Manufacturing

MECHANICS

- ☐ ☐ ☐ Industrial
- ☐ ☐ ☐ Introductory Mechanics
- ☐ ☐ ☐ Metal Working
- ☐ ☐ ☐ Welding

RETAIL

- ☐ ☐ ☐ Clothing
- ☐ ☐ ☐ Crafts
- ☐ ☐ ☐ Fashion

SPECIAL NEEDS/SERVICES

- ☐ ☐ ☐ Special Needs
- ☐ ☐ ☐ Special Services

TOURISM

- ☐ ☐ ☐ Hospitality & Tourism

OTHER

- ☐ ☐ ☐ Other course not stated

(Please specify):_____

_____

9. **Now, please check all *pre-vocational/technical* courses taken in grades 10 - 12:**

10	11	12	
☐	☐	☐	Woodworking Fundamentals
☐	☐	☐	Welding Fundamentals
☐	☐	☐	Drafting Fundamentals
☐	☐	☐	Power Mechanics
☐	☐	☐	Electricity & Electronics
☐	☐	☐	Carpentry
☐	☐	☐	Child Care
☐	☐	☐	Cosmetology
☐	☐	☐	Drafting
☐	☐	☐	Electrical Wiring
☐	☐	☐	Motor Vehicle Repair
☐	☐	☐	Welding

10. **What pre-vocational/technical course would you like to have offered at your high school?** _____

Personal Expectations

11. **After High School, what are your immediate plans?** (Check only one)
    - ☐ To get a job on the Island
    - ☐ To get a job off-Island
    - ☐ To go to UPEI
    - ☐ To go to university off-Island
    - ☐ To go to Holland College on PEI
    - ☐ To go to Collège de l'Acadie
    - ☐ To go to Academy of Learning on PEI
    - ☐ To go to Career Skills
    - ☐ To go to Compu College School of Business
    - ☐ To go to Hair Concepts Training Centre
    - ☐ To go to J.V.I. Driver Training School
    - ☐ To go to Marguerite Connolly Training
    - ☐ To go to ProTrain Truck Driving School
    - ☐ To go to Strait Flying Inc.
    - ☐ To go to Harmony Training Centre
    - ☐ To go to Keyin College
    - ☐ To go to Montague Computer
    - ☐ To go to technical school/community college off-Island
    - ☐ Upgrade high school
    - ☐ Unsure
    - ☐ Other (Please specify): _____

12. **If you indicated in question 11 that you plan to attend community college, what program do you plan to take?** (Check only one)

- ☐ Accounting Technology
- ☐ Administrative Assistant
- ☐ Aircraft Maintenance Technology
- ☐ Aquaculture Technology
- ☐ Architectural Technology
- ☐ Auto Body Repair
- ☐ Automotive Technology
- ☐ Business Administration
- ☐ Business Information System Development
- ☐ Business Information Technology
- ☐ Cabinetmaking
- ☐ Call Centre & Customer Service Excellence
- ☐ Carpentry
- ☐ Child & Youth Care Worker
- ☐ Civil Technology
- ☐ College Preparatory Training
- ☐ Computer Engineering Technology
- ☐ Conservation Enforcement
- ☐ Construction Technology
- ☐ Correctional Officer
- ☐ Cosmetology
- ☐ Culinary Arts
- ☐ Deck Officer
- ☐ Dental Assisting
- ☐ Early Childhood Care & Education
- ☐ Electrical
- ☐ Electromechanical Technology
- ☐ Electronics Engineering Technology
- ☐ Entrepreneurship
- ☐ Environmental Technology
- ☐ Events & Conventions Management
- ☐ Executive Secretary
- ☐ Farm Machinery
- ☐ Golf Business Management
- ☐ Golf Club Management
- ☐ Heating, Ventilation & Air Conditioning
- ☐ Hotel & Restaurant Management
- ☐ Human Resource Management
- ☐ Human Services
- ☐ Information Systems Technology
- ☐ Introductory Cooking
- ☐ Journalism
- ☐ Justice Preparatory Program
- ☐ Learning Management
- ☐ Legal Secretary
- ☐ Life Skills Coach Training
- ☐ Machinist
- ☐ Marine Engineering
- ☐ Medical Support Services
- ☐ The New Enterprise Store
- ☐ Nursing Assistant
- ☐ Paramedicine
- ☐ Pastry Arts
- ☐ Photography
- ☐ Plumbing
- ☐ Police Science (Cadet)
- ☐ Power Engineering
- ☐ Private Policing & Assets Protection
- ☐ Recreation & Leisure Management
- ☐ Renewable Resource Technology
- ☐ Retail Sales & Marketing
- ☐ Secretary
- ☐ Small Business Counselling Program
- ☐ Steamfitting/Pipefitting
- ☐ Tourism & Travel Management
- ☐ Tourism Marketing & Advertising
- ☐ Urban & Rural Planning Technology
- ☐ Visual Communications
- ☐ Welding
- ☐ Welding Fabrication
- ☐ Other (Please specify): _____

_____

13. **Do you plan to register as an apprentice?**

☐ **yes** ☐ **no**

14. **If yes, please indicate in which of the following trades: (check only one)**
If no, please continue to the next question.

- ☐ Automotive Service Technician
- ☐ Bricklayer
- ☐ Carpenter
- ☐ Cook
- ☐ Heavy Duty Equipment Mechanic
- ☐ Industrial Mechanic-Millwright
- ☐ Motor Vehicle Body Repair
- ☐ Plumber
- ☐ Production Equipment Mechanic
- ☐ Service Station Mechanic
- ☐ Steamfitter-Pipefitter
- ☐ Welder
- ☐ Baker
- ☐ Cabinetmaker
- ☐ Construction Electrician
- ☐ Farm Equipment Mechanic
- ☐ Industrial Electrician
- ☐ Machinist
- ☐ Oil Burner Mechanic
- ☐ Powerline Technician
- ☐ Refrigeration and Air Conditioning Mechanic
- ☐ Sheet Metal Worker
- ☐ Truck and Transport Mechanic

15. **If you indicated in question 11 that you plan to attend university, what will be your major area of study?**(Check only one)

- ☐ Agriculture & Biological Sciences
- ☐ Arts & Science - General
- ☐ Commerce & Administration
- ☐ Education
- ☐ Engineering & Applied Sciences
- ☐ Fine & Applied Arts
- ☐ Health Professions
- ☐ Humanities & Related
- ☐ Mathematical & Physical Sciences
- ☐ Social Sciences
- ☐ Other (Please specify) _____

16. **What are your plans after completing your program or degree?** (Check only one)

- ☐ To get a job on PEI
- ☐ To get a job off-Island
- ☐ To further study
- ☐ Unsure
- ☐ Other (Please specify): _____

17. **What type of job will you be looking for?** (Wherever possible, please use at least two words to describe your choice of job or occupation. i.e. - radio announcer or service attendant)

_____

_____

18. **After you have completed your education/training, do you plan to stay on PEI on a permanent basis?**
    - ☐ Yes
    - ☐ No
    - ☐ Unsure

19. **Do you expect to find work in your chosen occupation on PEI?**
    - ☐ Yes
    - ☐ No
    - ☐ Unsure

20. **Have you considered establishing your own business?**
    - ☐ Yes
    - ☐ No

    If Yes, what type of business?

    _____

21. **Do you think that you will be able to achieve your job or career plans?**
    - ☐ Yes
    - ☐ No

    If No, why not? _____

    _____

22. **What single factor would best help you achieve your job or career goals?**

    _____

    _____

23. **What do you think you will be doing five years after you leave high school?** (Check only one)
    - ☐ Working in the paid labour force
    - ☐ Working as a full-time homemaker
    - ☐ Still studying
    - ☐ Unsure
    - ☐ Other (Please specify): _____

24. **How long do you plan to work in the paid labour force?** (Check only one)
    - ☐ Less than 5 years
    - ☐ 5 - 10 years
    - ☐ 11 - 20 years
    - ☐ More than 20 years
    - ☐ I don't plan on working

High School Guidance Services

25. Since entering Senior High School, have you ever seen a guidance counsellor:

a) - for help in choosing courses?

☐ Yes
☐ No

If No, why not? _____

_____

b) - for help in planning your career?

☐ Yes
☐ No

If No, why not? _____

_____

26. Have you ever done the *Choices Career Planning* program in selecting an occupation or career?

☐ Yes
☐ No (go to question 26)

27. How helpful did you find the *Choices Career Planning* Program in selecting an occupation or career? (Check only one)

☐ Very helpful
☐ Helpful
☐ Not at all helpful

If you chose Not at all helpful, why not? _____

_____

Influences on Course Selection and Career Planning

28. **Listed are some of the factors that may have influenced you when you were choosing courses.** Please check the ones that influenced you the most.
(Check no more than 4)

- ☐ Ability
- ☐ Advertising
- ☐ Brother(s)/Sister(s)
- ☐ Career Day
- ☐ Choice of Career
- ☐ Easy Courses
- ☐ Father/Male Guardian
- ☐ Friends
- ☐ Guidance Counsellor(s)
- ☐ Marks
- ☐ Media (Books, TV, Movies)
- ☐ Mother/Female Guardian
- ☐ Personal Interest
- ☐ Schedule/Timetable
- ☐ Teacher(s)
- ☐ Other (Please specify) _____

29. **Listed are some of the factors that may have influenced you when you were choosing a job or career.** Please check the ones that influenced you the most.
(Check no more than 4)

- ☐ Ability
- ☐ Advertising
- ☐ Brother(s)/Sister(s)
- ☐ Career Day
- ☐ Easy Courses
- ☐ Father/Male Guardian
- ☐ Friends
- ☐ Marks
- ☐ Media (Books, TV, Movies)
- ☐ Mother/Female Guardian
- ☐ Personal Interest
- ☐ Schedule/Timetable
- ☐ Teacher(s)
- ☐ Other (Please specify) _____

As this survey is intended to track Prince Edward Island graduates, we may wish to contact you in the future to determine the status of your post-graduation activities.

The Department of Education would like to thank you for your cooperation with this survey. All information collected through this survey is strictly confidential, and at no point will any individual information be released.

Appendix B

Survey Results:

1. Which school are you attending?

	Frequency	Valid Percent
Bluefield High	190	15.3
Charlottetown Rural	210	16.9
Colonel Gray	130	10.5
Ecole Francois Buote	9	0.7
Ecole Regionale Evangeline	25	2.0
Grace Baptist Christian	10	0.8
Kensington Senior High	67	5.4
Kinkora Senior High	31	2.5
Montague Senior High	149	12.0
Morell Senior High	56	4.5
Souris Regional High	69	5.6
Three Oaks Senior High	165	13.3
Westisle Composite High	132	10.6
Total	1243	100.0

2. Sex

	Frequency	Percent
Female	670	53.9
Male	573	46.1
Total	1243	100.0

3. With whom do you live most of the time?

	Frequency	Valid Percent
Mother/Female Guardian	175	14.1
Father/Male Guardian	43	3.5
Both Parents/Guardians	967	78.0
Other	54	4.4
Total	1239	100.0
No Response	4	
Total	1243	

4. How long have you lived on PEI?

	Frequency	Valid Percent
Less than 5 years	56	4.5
6-10 years	67	5.4
10 years or more	1116	90.1
Total	1239	100.0
No Response	4	
Total	1243	

5. What is the highest education level achieved by your mother?

	Frequency	Valid Percent
Elementary or less	15	1.2
Some secondary	188	15.6
Completed secondary or technical high school	286	23.7
Some community college	69	5.7
Completed community college	178	14.7
Some university	140	11.6
Diploma/Certificate below the Bachelor level	46	3.8
Bachelor Degree	163	13.5
Diploma/Certificate above	29	2.4
Professional Degree	27	2.2
Masters Degree	25	2.1
Earned Doctorate	8	0.7
Other	35	2.9
Total	1209	100.0
No Response	34	
Total	1243	

6. What is the highest education level achieved by your father?

	Frequency	Valid Percent
Elementary or less	73	6.1
Some secondary	269	22.7
Completed secondary or technical high school	276	23.3
Some community college	66	5.1
Completed community college	129	10.9
Some university	87	7.3
Diploma/Certificate below the Bachelor level	38	3.2
Bachelor Degree	105	8.8
Diploma/Certificate above the Bachelor level	22	1.9
Professional Degree	41	3.5
Masters Degree	41	3.5
Earned Doctorate	11	0.9
Other	35	2.9
Total	1187	100.0
No Response	56	
Total	1243	

7 (a). Immediate plans after High School

	Frequency	Valid Percent
To get a job on the Island	176	14.4
To get a job off-Island	36	3.0
To go to UPEI	395	32.4
To go to university off-Island	270	22.1
To go to Holland College	172	14.1
To go to College de l'Acadie	4	0.3
To go to the Academy of Learning on PEI	1	0.1
To go to Career Skills	1	0.1
To go to Compu College School of Business	16	1.3
To go to Hair Concepts Training Center	2	0.2
To go to J.V.I. Driver Training School	5	0.4
To go to Marguerite Connolly Training	1	0.1
To go to ProTrain Truck Driving School	5	0.4
To go to technical school/community college off-Island	18	1.5
Upgrade High School	21	1.7
Unsure	42	3.4
Other	54	4.4
Total	1219	100.0
No Response	24	
Total	1243	

7 (b). Comparison of Males' and Females' Plans After High School

	Male		Female	
Job on PEI	90	16.0%	86	13.1%
Job off PEI	25	4.5%	11	2.0%
UPEI	150	27.0%	245	37.0%
University Away	112	20.0%	158	24.0%
College de l'Acadie	3	0.5%	1	0.1%
Holland College	80	14.0%	92	14.0%
College off PEI	12	2.0%	6	1.0%
Private Trainer	20	3.5%	11	2.0%
Upgrade High School	13	2.3%	8	1.2%
Other	30	5.4%	24	3.6%
Unsure	25	4.5%	17	2.5%
Total	**560**	**100.0%**	**659**	**100.0%**

8. What program do you plan to take at technical school or community college?

	Frequency	Valid Percent
Accounting Technology	14	5.7
Aircraft Maintenance Technology	3	1.2
Aquaculture Technology	2	0.8
Architectural Technology	2	0.8
Auto Body Repair	8	3.3
Automotive Technology	6	2.4
Business Administration	8	3.3
Business Information Systems Development	13	5.3
Business Information Technology	3	1.2
Cabinetmaking	8	3.3
Child and Youth Care Worker	7	2.8
Civil Technology	14	5.7
College Preparatory Training	3	1.2
Computer Engineering Technology	1	0.4
Conservation Enforcement	20	8.1
Correctional Officer	5	2.0
Cosmetology	1	0.4
Culinary Arts	9	3.7
Deck Officer	10	4.0
Early Childhood Care and Education	1	0.4
Electrical	10	4.0
Electromechanical Technology	2	0.8
Electronics Engineering Technology	1	0.4
Entrepreneurship	1	0.4
Environmental Technology	3	1.2
Events and Conventions Management	2	0.8
Farm Machinery	3	1.2
Golf Business Management	1	0.4
Human Resources Management	5	2.0
Information Services Technology	4	1.6
Learning Management	1	0.4
Life Skills Training Coach	2	0.8
Medical Support Services	2	0.8
Nursing Assistant	7	2.8
Paramedicine	4	1.6
Pastry Arts	1	0.4
Plumbing	1	0.4
Police Science (Cadet)	8	3.3
Recreation and Leisure Management	5	2.0
Retail Sales and Marketing	2	0.8
Secretary	6	2.4
Small Business Counselling Program	1	0.4
Tourism and Travel Management	14	5.7
Urban and Rural Planning Technology	1	0.4
Welding	2	0.8
Welding Fabrication	4	1.6
Other	15	5.8
Total	246	100.0
No Response	1172	
Total	1243	

9. At university, what will be your major area of study?

	Frequency	Valid Percent
Agriculture and Biological Sciences	62	8.6
Arts and Science - General	134	18.6
Commerce and Administration	73	10.1
Education	69	9.6
Engineering and Applied Sciences	69	9.6
Fine and Applied Arts	28	3.9
Health Professions	69	9.6
Humanities and Related	17	2.4
Mathematical and Physical Sciences	30	4.2
Social Sciences	23	3.2
Other	146	20.0
Total	720	100.0
No Response	523	
Total	1243	

10. Plans after completing program or degree?

	Frequency	Valid Percent
To get a job on PEI	259	26.5
To get a job off-island	184	18.8
To further study	226	23.1
Unsure	269	27.5
Other	40	4.1
Total	978	100.0
No Response	265	
Total	1243	

11. Do you plan to stay on PEI after completing your training?

	Frequency	Valid Percent
Yes	252	21.6
No	279	23.9
Unsure	634	54.4
Total	1165	100.0
No Response	78	
Total	1243	

12. Do you expect to find work in your chosen occupation on PEI?

	Frequency	Valid Percent
Yes	448	38.1
No	249	21.2
Unsure	479	40.7
Total	1176	100.0
No Response	67	
Total	1243	

13. Have you ever considered starting your own business?

	Frequency	Valid Percent
Yes	418	35.3
No	767	64.7
Total	1185	100.0
No Response	58	
Total	1243	

14. Do you think you are capable of achieving your career plans?

	Frequency	Valid Percent
Yes	1130	96.6
No	40	3.4
Total	1170	100.0
No Response	73	
Total	1243	

15. What do you think you will be doing five years after high school?

	Frequency	Valid Percent
Working in paid labor force	417	34.8
Working as a full-time homemaker	14	1.2
Still studying	393	32.8
Unsure	326	27.2
Other	49	4.1
Total	1199	100.0
No Response	44	
Total	1243	

16. How long do you plan to work in the paid labor force?

	Frequency	Valid Percent
Less than 5 years	94	8.2
5-10 years	120	10.5
11-20 years	162	14.2
More than 20 years	745	65.2
I don't plan on working	22	1.9
Total	1143	100.0
No Response	100	
Total	1243	

17. a) Have you seen a guidance counsellor for help choosing courses?

	Frequency	Valid Percent
Yes	747	61.8
No	461	38.2
Total	1208	100.0
No Response	35	
Total	1243	

b) For help in planning your career?

	Frequency	Valid Percent
Yes	586	49.0
No	610	51.0
Total	1197	100.0
No Response	46	
Total	1243	

18. Have you used *Choices* Career Planning to help in selecting a career?

	Frequency	Valid Percent
Yes	599	50.0
No	600	50.0
Total	1199	100.0
No Response	44	
Total	1243	

19. How helpful was *Choices* Career Planning?

	Frequency	Valid Percent
Very Helpful	65	11.3
Helpful	331	57.8
Not at all Helpful	177	30.9
Total	573	100.0
No Response	670	
Total	1243	

20. Listed are some of the factors that may have influenced you when you were choosing courses. Please check the ones that influenced you the most. (Check no more than 4)

	Frequency	Percent
Ability	600	48.3
Advertising	40	3.2
Brother(s)/Sister(s)	243	19.5
Career Day	99	8.0
Choice of Career	433	34.8
Easy Courses	135	10.9
Father/Male Guardian	77	6.2
Friends	263	21.2
Guidance Counsellor	158	12.7
Marks	517	41.6
Media	67	5.4
Mother/Female Guardian	233	18.7
Personal Interest	913	73.5
Schedule/Timetable	100	8.0
Teachers	146	11.7
Other	43	3.5

21. Listed are some factors which may have influenced you when you were choosing a job or career. Please check the ones which influenced you the most. (Check no more than 4)

	Frequency	Percent
Ability	629	50.6
Advertising	77	6.2
Brother(s)/Sister(s)	89	7.2
Career Day	164	13.2
Easy Courses	43	3.5
Father/Male Guardian	180	14.5
Friends	258	20.8
Guidance Counsellor	102	8.2
Marks	303	24.4
Media	119	9.6
Mother/Female Guardian	179	14.4
Personal Interest	857	68.9
Schedule/Timetable	71	5.7
Teachers	132	10.6
Other	80	6.4

Appendix C

High School Course Selections Grade 10 Through to Grade 12:

(total based on the 1209 Anglophone students who responded to the questionnaire)

Course Selection		Grade 10		Grade 11		Grade 12	
		Not Taken	Taken	Not Taken	Taken	Not Taken	Taken
Art	Count	1113	130	1170	73	1193	50
	%	89.5%	10.5%	94.1%	5.9%	96.0%	4.0%
Career Education & Guidance	Count	1239	4	1225	18	1220	23
	%	99.7%	0.3%	98.6%	1.4%	98.1%	1.9%
Computer Literacy	Count	655	588	1062	181	1051	192
	%	52.7%	47.3%	85.3%	14.7%	84.6%	15.4%
Enriched English	Count	1213	30			1198	45
	%	97.6%	2.4%			96.4%	3.6%
Academic English	Count	163	1080	225	1018	284	959
	%	1.1%	81.9%	18.1%	81.9%	22.8%	77.2%
Writing	Count			908	335		
	%			73.0%	27.0%		
General English	Count	1147	96	1123	120	1091	152
	%	92.3%	7.7%	90.3%	9.7%	87.8%	12.2%
Media	Count			1122	121		
	%			90.3%	9.7%		
Practical English	Count	1232	11	1236	7	1236	7
	%	99.1%	0.9%	99.4%	0.6%	99.4%	0.6%
Life Skills English	Count			1237	6		
	%			99.5%	0.5%		
French (Core)	Count	808	435	1048	195	1153	90
	%	65.0%	35.0%	84.3%	15.7%	92.8%	7.2%
French Immersion	Count	1017	226	1040	203	1054	189
	%	81.8%	18.2%	83.7%	16.3%	84.8%	15.2%
Family Life	Count	927	316			1106	137
	%	74.6%	25.4%			89.0%	11.0%
Child Development	Count			1166	77		
	%			93.8%	6.2%		
Housing	Count					1156	87
	%					93.0%	7.0%
Home Economics	Count	1178	65				
	%	94.8%	5.2%				
Clothing	Count			1210	33		
	%			97.3%	2.7%		
Enriched Mathematics	Count			1146	97	1046	197
	%			92.2%	7.8%	84.2%	15.8%
Advanced Calculus	Count					1021	222
	%					82.1%	17.9%
Mathematics	Count	191	1052	368	875	455	788
	%	15.4%	84.6%	29.6%	70.4%	36.6%	63.4%
Geometry	Count			833	410		
	%			67.0%	33.0%		
General Mathematics	Count	1109	134	1073	170	1130	113
	%	89.2%	10.8%	86.3%	13.7%	90.9%	9.1%

Course Selection		Grade 10		Grade 11		Grade 12	
		Not Taken	Taken	Not Taken	Taken	Not Taken	Taken
Practical Mathematics	Count	1233	10	1229	14	1235	8
	%	99.2%	0.8%	98.9%	1.1%	99.4%	0.6%
Music	Count	1045	198	1098	145	1129	114
	%	84.1%	15.9%	88.3%	11.7%	90.8%	9.2%
Jazz Studies	Count					1232	11
	%					99.1%	0.9%
Physical Education: Life Style	Count					1136	107
	%					91.4%	8.6%
Physical Education: Leadership	Count	452	791	957	286	1117	126
	%	36.4%	63.6%	77.0%	23.0%	89.9%	10.1%
Agriscience	Count			1088	155	1129	114
	%			87.5%	12.5%	90.8%	9.2%
Animal Science	Count			1207	36	1178	65
	%			97.1%	2.9%	94.8%	5.2%
BSCS Biology	Count			1186	57	1200	43
	%			95.4%	4.6%	96.5%	3.5%
Biology	Count			587	656	706	537
	%			47.2%	52.8%	56.8%	43.2%
Human Biology	Count					1202	41
	%					96.7%	3.3%
Chem Study	Count			1120	123	1155	88
	%			90.1%	9.9%	92.9%	7.1%
Chemistry	Count			605	638	710	533
	%			48.7%	51.3%	57.1%	42.9%
Oceanography	Count					1098	145
	%					88.3%	11.7%
Physics	Count			733	510	804	439
	%			51.0%	41.0%	64.7%	35.3%
Economics	Count					1006	237
	%					81.0%	19.0%
General Economics	Count					1228	15
	%					98.8%	1.2%
Conservation	Count			1186	57		
	%			95.4%	4.6%		
Geography	Count	783	460	1117	126	1187	56
	%	63.0%	37.0%	89.9%	10.1%	95.5%	4.5%
General Geography	Count	1183	60	1158	85	1213	30
	%	95.2%	4.8%	93.2	6.8%	97.6%	2.3%
Academic Science	Count	208	1035				
	%	16.7	83.3				
General Science	Count	1130	113				
	%	90.9	9.1%				
Practical Science	Count	1240	3				
	%	99.8%	0.2%				
Academic History	Count	791	452	1088	155	803	440
	%	63.6%	36.4%	87.5%	12.5%	64.6%	35.4%
General History	Count	1199	44			1226	17
	%	96.5%	3.5%			98.6%	1.4%
Political Science	Count			1177	66	1142	101
	%			94.7%	5.3%	91.9%	8.1%
Law	Count			764	479	1222	56
	%			61.5%	38.5%	95.6%	4.4%

Course Selection		Grade 10		Grade 11		Grade 12	
		Not Taken	Taken	Not Taken	Taken	Not Taken	Taken
Canadian Law (General)	Count			1168	75		
	%			94.0%	6.0%		
Practical Social Studies	Count	1232	11	1231	12	1240	3
	%	99.1%	0.9%	99.9%	0.1%	99.8%	0.2%
Business	Count	1163	80	1203	40	1251	27
	%	93.6%	6.4%	96.8%	3.2%	97.9%	2.1%
Accounting Principles	Count			1163	80	1135	108
	%			93.6%	6.4%	88.9%	11.1%
Accounting						1141	102
						91.8%	8.2%
Entrepreneurship	Count			1157	86		
	%			93.1%	6.9%		
Record Keeping	Count	1207	36	1220	23		
	%	97.1%	2.9%	98.1%	1.9%		
Personal Typing	Count	691	552	1071	172		
	%	55.6%	44.4%	86.2%	13.8%		
Office Procedures	Count					1240	3
	%					99.8%	0.2%
Business Typing				1185	58	1173	70
				95.3%	4.7%	94.4%	5.6%
Social Studies (FI)	Count					1204	39
	%					97.8%	2.2%
Economics (FI)	Count					1176	67
	%					94.6%	5.4%
Canadian Law (FI)	Count			1103	140		
	%			88.7%	11.3%		
History (FI)	Count	1054	189				
	%	84.8%	15.2%				

Pre-Vocational Technical Courses Grade 10 through to Grade 12:

Pre-Vocational Technical		Grade 10		Grade 11		Grade 12	
		Not Taken	Taken	Not Taken	Taken	Not Taken	Taken
Woodworking Fundamentals	Count	1171	72	1203	40	1208	35
	%	94.2%	5.8%	96.8%	3.2%	97.2%	2.8%
Welding Fundamentals	Count	1216	27	1219	24	1222	21
	%	97.8%	2.2%	98.1%	1.9%	98.3%	1.7%
Drafting Fundamentals	Count	1217	26	1224	19	1219	24
	%	97.9%	2.1%	98.5%	1.5%	98.1%	1.9%
Power Mechanics	Count	1218	25	1224	19	1234	7
	%	98.0%	2.0%	98.5%	1.5%	99.3%	0.7%
Electricity and Electronics	Count	1229	14	1225	18	1230	13
	%	98.9%	1.1%	98.6%	1.4%	99.0%	1.0%
Carpentry	Count	1208	35	1212	31	1188	55
	%	97.2%	2.8%	97.5%	2.5%	95.6%	4.4%
Drafting	Count	1219	14	1209	34	1211	32
	%	98.1%	1.1%	97.3%	2.7%	97.4%	2.6%
Child Care	Count	1229	10	1240	3	1241	2
	%	98.9%	0.8%	99.8%	0.2%	99.8%	0.2%
Cosmetology	Count	1233	24	1222	21	1215	28
	%	99.2%	1.9%	98.5%	1.7%	97.7%	2.3%
Electrical Wiring	Count	1225	18	1225	18	1225	18
	%	98.6%	1.4%	98.6%	1.4%	98.6%	1.4%
Motor Vehicle Repair	Count	1206	37	1200	43	1203	40
	%	97.0%	3.0%	96.5%	3.5%	96.8%	3.2%
Welding	Count	1218	25	1219	24	1219	24
	%	98.0%	2.0%	98.1%	1.9%	98.1%	1.9%

Career Exploration Courses Grade 10 through to Grade 12:

Career Exploration Courses		Grade 10		Grade 11		Grade 12	
		Not Taken	Taken	Not Taken	Taken	Not Taken	Taken
Introductory Keyboards & Word Processing	Count	964	279				
	%	77.6%	22.4%				
Basic Car	Count	1229	14	1230	13	1234	9
	%	98.9%	1.1%	99.0%	1.0%	99.3%	0.7%
Small Engines	Count	1215	28	1225	18	1229	14
	%	97.7%	2.3%	98.6%	1.4%	98.9%	1.1%
Introductory Keyboarding	Count	964	279	1154	89	1191	52
	%	77.6%	22.4%	92.8%	7.2%	95.8%	4.2%
Advanced Keyboarding & Word Processing	Count	1204	39	1187	56	1193	50
	%	96.9%	3.1%	95.5%	4.5%	96.0%	4.0%
Advanced Computer	Count	1204	39	1213	30	1184	59
	%	96.9%	3.1%	97.6%	2.4%	95.3%	4.7%
Introductory Accounting	Count						
	%						
The Office: Procedures & Technology	Count					1241	2
	%					99.8%	0.2%
Human Services	Count						
	%						
Personal Management	Count						
	%						
Housing	Count						
	%						
Woodworking Fundamentals	Count	1179	64	1205	38		
	%	94.9%	5.1%	96.9%	3.1%		
Modern Home Maintenance	Count	1241	2	1241	2	1228	15
	%	99.8%	0.2%	99.8%	0.2%	98.8%	1.2%
Construction Technology	Count	1225	18	1232	11	1210	33
	%	98.6%	1.4%	99.1%	0.9%	97.3%	2.7%
Furniture Design & Construction	Count	1240	3	1238	5	1224	19
	%	99.8%	0.2%	99.6%	0.4%	98.5%	1.5%
Metal Working Fundamentals	Count	1235	8			1232	11
	%	99.4%	0.6%			99.1%	0.9%
Design Technology	Count	1237	6	1238	5	1230	13
	%	99.5%	0.5%	99.6%	0.4%	99.0%	1.0%
Crafts I	Count	1231	12	1239	4	1236	7
	%	99.0%	1.0%	99.7%	0.3%	99.4%	0.6%
Introduction to Visual Communications	Count	1206	37				
	%	97.0%	3.0%				
Theatre Arts I	Count						
	%						
Photography	Count	1215	28	1220	23	1215	28
	%	97.7%	2.3%	98.1%	1.9%	97.7%	2.3%

Career Exploration Courses (contd.)		Grade 10		Grade 11		Grade 12	
		Not Taken	Taken	Not Taken	Taken	Not Taken	Taken
Advanced Audio	Count	1239	4	1239	4	1238	7
	%	99.7%	0.3%	99.7%	0.3%	99.4%	0.6%
Advanced Graphics	Count	1238	5	1231	12	1233	10
	%	99.6%	0.4%	99.0%	1.0%	99.2%	0.8%
Advanced Visual	Count	1238	5	1227	16	1228	15
	%	99.6%	0.4%	98.7%	1.3%	98.8%	1.2%
Power Mechanics Fundamentals	Count	1219	24	1231	12	1235	8
	%	98.1%	1.9%	99.0%	1.0%	99.4%	0.6%
Automotive Services	Count	1206	37	1200	43	1218	25
	%	97.0%	3.0%	96.5%	3.6%	98.0%	2.0%
Motor Vehicle	Count	1221	22	1210	33	1212	31
	%	98.2%	1.8%	97.3%	2.7%	97.5%	2.5%
Fashion	Count	1235	8	1239	4	1236	7
	%	99.4%	0.6%	99.7%	0.3%	95.5%	0.5%
Food Services	Count	1190	53	1217	26	1226	17
	%	95.7%	4.3%	97.9%	2.1%	98.6%	1.4%
Special Needs Services	Count	1242	1			1235	8
	%	99.9%	0.1%			99.4%	0.6%
Child Care Services	Count	1231	12	1211	32	1203	40
	%	99.0%	1.0%	97.4%	2.6%	96.8%	3.2%
Child Studies	Count	1220	23	1214	29	1226	17
	%	98.1%	1.9%	97.7%	2.3%	98.6%	1.4%
Hospitality/Tourism	Count	1233	10	1224	19	1203	40
	%	99.2%	0.8%	98.5%	1.5%	96.8%	3.2%
Environmental Management	Count	1203	40	1209	34	1203	40
	%	96.8%	3.2%	97.3%	2.7%	96.8%	3.2%
Manufacturing Technology	Count	1237	6	1239	4	1238	5
	%	99.5%	0.5%	99.7%	0.3%	99.6%	0.4%
Introductory Business	Count	1202	41	1214	29	1221	22
	%	96.7%	3.3%	97.7%	2.3%	98.2%	1.8%
Office Studies	Count	1242	1	1240	3	1241	2
	%	99.9%	0.1%	99.8%	0.2%	99.8%	0.2%
Carpentry	Count	1189	54	1202	41	1191	52
	%	95.7%	4.3%	96.7%	3.3%	95.8%	4.2%
Drafting	Count	1216	27	1219	24	1205	38
	%	97.8%	2.2%	98.1%	1.9%	96.9%	3.1%
Home Repair	Count	1240	3	1240	3	1234	9
	%	99.8%	0.2%	99.8%	0.2%	99.3%	0.7%
Woods and Metals	Count	1209	34	1220	23	1217	26
	%	97.3%	2.7%	98.1%	1.9%	97.9%	2.1%

Career Exploration		Grade 10		Grade 11		Grade 12	
		Not Taken	Taken	Not Taken	Taken	Not Taken	Taken
Computer Repair	Count	1240	3	1235	8	1233	10
	%	99.8%	0.2%	99.4%	0.6%	99.2%	0.8%
Cosmetology	Count	1232	11	1238	5	1240	3
	%	99.1%	0.9%	99.6%	0.4%	99.8%	0.2%
Electrical	Count	1229	14	1223	20	1225	18
	%	98.9%	1.1%	98.4%	1.6%	98.6%	1.4%
Advanced Electronics	Count	1241	2	1238	5	1235	8
	%	99.8%	0.2%	99.6%	0.4%	99.4%	0.6%
Auto Electronics	Count	1241	2	1236	7	1235	8
	%	99.8%	0.2%	99.4%	0.6%	99.4%	0.6%
Electricity/Electronics	Count	1232	11	1232	11	1231	12
	%	99.1%	0.9%	99.1%	0.9%	99.0%	1.0%
Fisheries	Count	1239	4	1237	6		
	%	99.7%	0.3%	99.5%	0.5%		
Drafting and Design	Count	1223	20	1225	18	1230	13
	%	98.4%	1.6%	98.6%	1.4%	99.0%	1.0%
Graphic Arts	Count	1217	26	1224	19	1227	16
	%	97.9%	2.1%	98.5%	1.5%	98.7%	1.3%
Graphics	Count	1208	35	1226	17	1224	19
	%	97.2%	2.8%	98.6%	1.4%	98.5%	1.5%
Intro Visual	Count	1206	37	1227	16	1238	5
	%	97.0%	3.0%	98.7%	1.3%	99.6%	0.4%
Introduction to Graphics	Count	1234	9	1234	9	1239	4
	%	99.3%	0.7%	99.3%	0.7%	99.7%	0.3%
Industrial	Count	1237	6	1241	2	1235	8
	%	97.0%	3.0%	99.8%	0.2%	99.4%	0.6%
Introductory Mechanics	Count	1236	7	1235	8	1238	5
	%	99.4%	0.6%	99.4%	0.6%	99.6%	0.4%
Welding	Count	1217	26	1212	31	1215	28
	%	97.9%	2.1%	97.5%	2.5%	97.7%	2.3%
Clothing	Count	1233	10	1227	16	1225	18
	%	99.2%	0.8%	98.7%	1.3%	98.6%	1.4%
Advanced Business	Count			1233	10	1230	13
	%			99.2%	0.8%	99.0%	1.0%
Special Services	Count					1238	5
	%					99.6%	0.4%

Francophone High School Course Selections Grade 10 through to Grade 12:
(total based on the 22 Francophone students who responded to the questionnaire)

Grade 10 Francophone Course		Not Taken	Taken
ANG 421M - English	Count	1	33
	%	2.9%	97.1%
ANG 521M - English	Count	31	3
	%	91.2%	8.8%
WRT 521N - Writing	Count	31	3
	%	91.2%	8.8%
ANG 621M - English	Count	32	2
	%	94.1%	5.9%
ENT 521M - Entrepreneurship	Count	33	1
	%	97.1%	2.9%
IND 405M - Arts Industriels	Count	25	9
	%	73.5%	26.5%
IND 405N - Arts Industriels	Count	33	1
	%	97.1%	2.9%
PHO 705M - Photographie	Count	33	1
	%	97.1%	2.9%
AFF 621M - Comptabilite	Count	33	1
	%	97.1%	2.9%
EDP 421M - Éducation Physique	Count	3	31
	%	8.8%	91.2%
EDP 621M - Éducation Physique	Count	32	2
	%	94.1%	5.9%
FRA 421M - Français I	Count	1	33
	%	2.9%	97.1%
FRA 421N - Français II	Count	2	32
	%	5.9%	94.1%
FRA 431M - Français	Count	33	1
	%	97.1%	2.9%
FRA 521M - Français	Count	33	1
	%	97.1%	2.9%
FRA 621M - Français	Count	33	1
	%	97.1%	2.9%
INF 421M - Introduction à l'informatique	Count	11	23
	%	32.4%	67.6%
INF 621M - L'informatique	Count	32	2
	%	94.1%	5.9%
MAT 421M - Mathématiques	Count	2	32
		5.9%	94.1%

Grade 10 Francophone Course		Not Taken	Taken
MAT 521M - Mathématiques	Count	33	1
	%	97.1%	2.9%
MAT 621M - Mathématiques	Count	33	1
	%	97.1%	2.9%
HIS 421M - Le Canada dans le Monde	Count	12	22
	%	35.3%	64.7%
HIS 621N - Civilisations	Count	33	1
	%	97.1%	2.9%
DRO 521M - Droit	Count	33	1
	%	97.1%	2.9%
SOC 621 - Individu en Société	Count	33	1
	%	97.1%	2.9%
SCI 421M - Sciences Intégrées	Count	10	24
	%	29.4%	70.6%
BIO 521M - Biologie	Count	25	9
	%	73.5%	26.5%
PHY 521M - Physique	Count	32	2
	%	94.1%	5.9%
PHY 621M - Physique	Count	33	1
	%	97.1%	2.9%
CHI 521M - Chimie	Count	33	1
	%	97.1%	2.9%
CHI 621M - Chimie	Count	33	1
	%	97.1%	2.9%
VHM 621M - Valeurs humaines	Count	32	2
	%	94.1%	5.9%

Grade 11 Francophone Course Selection		Not Taken	Taken
ANG 421M - English	Count	32	2
	%	94.1%	5.9%
ANG521M - English	Count	29	5
	%	85.3%	14.7%
WRT521N - Writing	Count	14	20
	%	42.2%	58.8%
ANG 621M - English	Count	21	13
	%	61.8%	38.2%
EDC802M - Éducation coopérative	Count	32	2
	%	94.1%	5.9%
IND405M - Arts industriels	Count	33	1
	%	97.1%	2.9%
EDP 621M - Éducation Physique	Count	30	4
	%	88.2%	11.8%
FRA521M - Français III	Count	3	31
	%	8.8%	91.8%
FRA 531M - Français	Count	33	1
	%	97.1%	2.9%
INF 621M - L'informatique	Count	30	4
		88.2%	11.8%
MAT521M - Mathématiques	Count	3	31
	%	8.8%	91.2%
MAT531M - Mathématiques	Count	33	1
	%	97.1%	2.9%
MUS701M - Musique	Count	27	7
	%	79.4%	20.6%
HIS 421M - Le Canada dans le Monde	Count	27	7
	%	79.4%	20.6%
DRO521M - Droit	Count	13	21
	%	38.2%	61.8%
ECO 621M - Economie	Count	31	3
		91.2%	8.8%
PHY521M - Physique	Count	12	22
	%	35.3%	64.7%
PHY621M - Physique	Count	32	2
	%	94.1%	5.9%
CHI521M - Chimie	Count	4	30
	%	11.8%	88.2%
CHI621M - Chimie	Count	25	9
	%	73.5%	26.5%
BIO521M - Biologie	Count	17	17
	%	50.0%	50.0%
VHM701M - Valeurs humaines	Count	14	20
	%	41.2%	58.8%

Grade 12 Francophone Course Selection		Not Taken	Taken
ANG 421M - English	Count	33	1
	%	97.1%	2.9%
ANG521M - English	Count	32	2
	%	94.1%	5.9%
WRT521N - Writing	Count	30	4
	%	88.2%	11.8%
ANG621M - English	Count	12	22
	%	35.3%	64.7%
EDC802M - Éducation Coopérative	Count	33	1
	%	97.1%	2.9%
ENT521M - Entrepreneurship	Count	33	1
	%	97.1%	2.9%
AFF621M - Comptabilité	Count	27	7
	%	79.4%	20.6%
EDP621M - Éducation physique	Count	25	9
	%	73.5%	26.5%
FRA431M - Français	Count	33	1
	%	97.1%	2.9%
FRA621M - Français IV	Count	2	32
	%	5.9%	94.1%
FRA631M - Français	Count	33	1
	%	97.1%	2.9%
INF 421M - L'informatique	Count	33	1
	%	97.1%	2.9%
INF621M - L'informatique	Count	14	20
	%	41.2%	58.8%
MAT431M - Mathématiques	Count	33	1
	%	97.1%	2.9%
MAT621M - Mathématiques	Count	4	30
	%	11.8%	88.2%
MAT631M - Mathématiques	Count	33	1
	%	97.1%	2.9%
MUS701M - Musiques	Count	33	1
	%	97.1%	2.9%
ECO621M - Économie	Count	33	1
	%	97.1%	2.9%
SOC621M - Individue en société	Count	13	21
	%	38.2%	61.8%
HIS621N - Civilisations	Count	23	11
	%	67.6%	32.4%
PHY521M - Physiques	Count	24	10
	%	70.6%	29.4%
PHY621M - Physiques	Count	18	16
	%	52.9%	47.1%
CHI521M - Chimie	Count	33	1
	%	97.1%	2.9%
CHI621M - Chimie	Count	16	18
	%	47.1%	52.9%
BIO521M - Biologie	Count	32	2
	%	94.1%	5.9%
BIO621M - Biologie	Count	9	25
	%	26.5%	73.5%
VHM701M - Valeurs humaines	Count	23	11
	%	67.6%	32.4%

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